
2003-2004 *No Child Left Behind*—*Blue Ribbon Schools Program*
Cover Sheet

Name of Principal Mr. Garey D.Dozier

Official School Name West Texas Elementary

School Mailing Address P.O. Box 3440, 600 Stewart
(If address is P.O. Box, also include street address)

<u>Stinnett,</u>	<u>Texas</u>	<u>79083-3440</u>
City	State	Zip Code+4 (9 digits total)

Tel. (806)-878-2103 Fax (806)-878-4213

Website/URL http://www.pspcisid.net E-mail garey.dozier@pspcisd.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent Mr. Robert Dwight

District Name Plemons-Stinnett-Phillips Consolidated ISD Tel. (806)-878-2858

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Mark Snider

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II – DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT : Plemons-Stinnett-Phillips CISD

1. Number of schools in the district:
- | | |
|---------------|-----------------------------------------------------|
| <u> 1 </u> | Elementary school |
| <u> 1 </u> | Middle school |
| <u> </u> | Junior high schools |
| <u> 1 </u> | High school |
| <u> 1 </u> | Other (Briefly explain) |
| | *C.H.A.M.P.S. Academy Grade 9-12 Alternative School |
| <u> 4 </u> | TOTAL |

2. District Per Pupil Expenditure: \$10,068

Average State Per Pupil Expenditure: \$ 7,088

SCHOOL (To be completed by all schools)

11. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 5 Number of years the principal has been in her/his position at this school.

12. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PK	38	30	68					
K	24	11	35		7			
1	24	34	58		8			
2	15	15	30		9			
3	18	16	34		10			
4	17	25	42		11			
5	15	17	32		12			
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								299

6. Racial/ethnic composition of the students in the school:
- | |
|---------------------------------------------|
| <u>85.9</u> % White |
| <u>1.7</u> % Black or African American |
| <u>10.4</u> % Hispanic or Latino |
| <u>0</u> % Asian/Pacific Islander |
| <u>2.0</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 18.66%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year divided by the total number of students in the school as of October 1 multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	25
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	28
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	53
(4)	Total number of students in the school as of October 1	284
(5)	Subtotal in row (3) divided by total in row (4)	0.1866
(6)	Amount in row (5) multiplied by 100	18.66

8. Limited English Proficient students in the school: 0.6 %
2 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 68 %
202 Total Number Students Who Qualify

10. Students receiving special education services: 15.7 %
47 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>5</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>16</u> Speech or Language Impairment
<u>2</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u>3</u> Emotionally Disturb	<u>4</u> Non-Categorical Early Childhood

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>24</u>	<u>1</u>
Special resource teachers/specialists	<u>3</u>	<u> </u>
Paraprofessionals	<u>8</u>	<u> </u>
Support staff	<u>1</u>	<u>2</u>
Total number	<u>37</u>	<u>3</u>

12. Student-“classroom teacher” ratio: 11.3:1

13. Show the attendance patterns of teachers and students as a percentage.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.6%	95.9%	96.6%	96.9%	96.7%
Daily teacher attendance	97.3%	97.4%	97.3%	98.1%	97.8%
Teacher turnover rate	12.5%	9%	0%	3.7%	10.7%

Part III Summary

West Texas Elementary School, part of the Plemons-Stinnett-Phillips Consolidated Independent School District, is located in Stinnett, Texas. Our school district combines the three rural communities of Plemons, Phillips and Stinnett. West Texas Elementary serves pre-kindergarten through the fifth grade students. Sixty-eight percent of the student body comes from economically disadvantaged homes. The faculty at West Texas Elementary is committed to helping each student succeed academically to his or her fullest potential. The entire elementary staff, from the cafeteria and custodial workers to the principal, is considerate of each child's well-being. Beginning each morning with breakfast, which is provided no charge for all students, through snack time and homework lab at the end of the day, our focus is striving to achieve our campus mission: ***To provide each student with the skills to become a proactive, productive citizen of the twenty-first century.***

The staff of West Texas Elementary strives to maintain a friendly, open policy with our students' parents and community members. Our front door is always open for parent visitation. We offer two special parent breakfasts each school year. Each six weeks our parent volunteers honor students with an Honor Rally. Perfect attendance, honor roll, and Accelerated Reader achievements are recognized. We pride ourselves in active parent and community involvement.

Through continual planning and reviewing of test scores and programs, the staff of West Texas Elementary offers a well-rounded curriculum for students. The curriculum is based on the Texas Essential Knowledge and Skills (TEKS), which delineates learning standards that ensure that all students become more effective readers, know and apply complex mathematics, develop a stronger understanding of science concepts and master the social studies skills necessary to become responsible citizens. TEKS also includes mastery of a wide range of technology and enrichment areas. At West Texas Elementary the curriculum is aligned with the TEKS and identifies what students should know and be able to do at each grade level. Teachers partner within and across grade levels to deliver instruction in engaging, creative ways.

The professional staff is competent in analyzing all testing data. A committee including the principal, counselor, and teacher assesses each student's performance and special needs, ensuring each has the best individualized instruction. Throughout the school year, student progress is monitored, providing teachers with feedback to ensure all students succeed. As a result, West Texas Elementary received the following:

- Texas Exemplary Campus 1998-2003
- Texas Monthly Magazine Five Star School 2000-2002
- Texas Successful School Award 2002
- Gold Performance Acknowledgment Improvement in Mathematics 2002
- University Interscholastic League Academic competition – Top Three 1990-2004 with six district championships

The staff of West Texas Elementary is committed to the philosophy of No Child Left Behind. Teachers focus on interacting with students using research-based practices. The staff strives to provide students with a safe and positive learning environment that responds to student individual needs through instruction, assessment, and student services. West Texas Elementary is a caring school, trying to make a difference each day in the lives of our students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results

1. The Texas Assessment of Knowledge and Skills test (TAKS) replaced the Texas Assessment of Academic Skills test (TAAS) in 2003. The TAKS test is a criterion reference test and is designed to be a challenging measure of student progress in learning the Texas Essential Knowledge and Skills, which are aligned with the new federal requirements of the No Child Left Behind legislation. The TAKS test measures academic skills in reading and math at grades 3 through 11, writing at grades 4 and 7, social studies at grades 5, 10, and 11, and science at grades 5, 10, and 11.

West Texas Elementary School's commitment to ensure that No Child Is Left Behind is evidenced by our students' academic performance over the past five years. The passing percentages for reading and math at all grade levels have risen significantly. In reading, passing percentages rose for all students from 92.3% to 100% in third grade, 97.2% to 100% in fourth grade, and 95.6% to 100% in fifth grade. Economically Disadvantaged student scores rose from 85.7% to 100% passing in third grade and 92.9% to 100% passing in fifth grade. The fourth grade students, to date, maintain 100% passing.

In mathematics, passing percentages rose for all students from 87.5% to 100% in third grade, 92.2% to 100% in fourth grade, and 95.2% to 100% in fifth grade. Economically Disadvantaged students' scores rose from 78.9% to 100% in third grade, 88.2% to 100% in fourth grade, and 93.1% to 100% in fifth grade.

The increases in percentages of students passing are impressive, especially in light of the fact that 100% of our third graders were tested. In the fourth grade, 92.6% took the Reading and 100% took Math, while in fifth grade 72.7% of the students took the Reading and 77.8% took Math. The students not taking the TAKS test either took the State Developed Alternative Assessment (SDAA) or were absent.

Using Assessment Data

2. West Texas Elementary uses a wide variety of assessment instruments to validate and improve student performance.

- All students in pre-kindergarten through second grade take national norm-referenced achievement tests in reading, math, language arts and social studies.
- All students, kindergarten through second grade take the Texas Primary Reading Inventory, which assesses each child's comprehension, word attack and reading fluency skills three times a year.
- Each student, pre-kindergarten through fifth grade, takes a STAR Reading test, which identifies that student's instructional reading level.
- Each student, third through fifth grade, takes a STAR Math test, which identifies that student's instructional math level.
- Third through fifth grade students take the state mandated TAKS/SDAA criterion reference test in math and reading. Fourth graders are assessed in writing and fifth graders are assessed in science.

- All students, kindergarten through fifth grade are given benchmarks periodically throughout the year to identify each individual student's strengths and weaknesses which, in turn, are used to drive instruction.
- Using data analysis, the principal, counselor and classroom teachers make decisions regarding student class assignments, tutorial instruction, and after-school clinic instruction in reading, math, and language arts.

Communicating Student Performance

3. West Texas Elementary communicates student performance in a variety of ways to parents and the Community.

- Teachers in all grades send folders home with each student at least weekly for parents to review the student's work and teacher comments.
- Progress reports for students performing below expectations are sent to parents every three weeks.
- Progress reports for all students are sent home each six weeks.
- A School Report Card, a state accountability report, is sent to each parent yearly showing the school's TAKS scores in reading, math, writing and science. State scores are also included in this report.
- TAKS scores are announced at a Back to School Open House, the end of school Honor Rally, the breakfast with Moms and Dads, and local school board meetings.
- Newspaper articles, area television newscasts and the school web site are used to showcase our students' "exemplary" performance and academic successes.
- All formal assessment scores are sent to parents or guardians via the United States Postal Service.

Sharing Success

4. West Texas Elementary has an open door policy. Our philosophy is one of sharing. We believe that when the methodologies we use reflect success for our students, we not only should, but also are obligated, to share them with anyone who is interested in improving student learning. We have had the opportunity to do this through numerous visits to our campus by neighboring teachers and administrators. We have had the privilege to present workshops to our colleagues through the Region 16 Educational Service Center in Amarillo and at the state School Board and Superintendents' Conference in Houston, Texas. Our entire school community will continue to pursue every opportunity to share the successes of our school and students with our colleagues locally, in our region, in our state, and nationally.

PART V – CURRICULUM AND INSTRUCTION

Curriculum Overview

1. West Texas Elementary School offers services for students from three-year-old pre-kindergarten through fifth grade. Texas has a mandated curriculum, Texas Essential Knowledge and Skills (TEKS). The school is accountable to allow sufficient time for each content area. The statewide assessment instrument is the Texas Assessment of Knowledge and Skills (TAKS). The TEKS are composed of critical grade level specific objectives in the content areas of English/ language arts and reading, mathematics, science, social studies and physical education. Fine arts and technology applications are “enrichment areas”. The specific objectives in each content area are spiraled from one grade level to the next. Although the individual teachers have the freedom to decide how the curriculum is to be taught, the curriculum objectives are non-negotiable. Reading is the foundation of all instruction at West Texas Elementary. Our elementary school follows best practices from a community of early reading instruction authorities through the Texas Reading Initiative. Scientific-based research that has been proven to work in the classroom includes diagnostic assessment, comprehensive reading instruction, immediate intervention, progress monitoring, and formative and summative assessment. Our reading program is built around two initiatives. Pre-kindergarten through second grade instruction is phonics based. At this level, students become proficient in word attack skills, phonological awareness, letter identification, vowel pattern usage, high frequency words, comprehension and spelling patterns. Pre-kindergarten through fifth grade students are actively involved in the Accelerated Reading Program which emphasizes fluency and comprehension. For example, last year our students as a whole read and took comprehension tests for 36,754 books. Technology instruction is achieved through the daily use of computerized instruction in core areas of reading, math, science, language arts and social studies. Instruction is provided in a variety settings designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade level standards. Students learn citizenship and life skills in a daily pre-school meeting where all students eat breakfast together.

The curriculum and instruction at West Texas Elementary is designed so that each student will experience success and will gain the highest level of academic achievement possible. Teachers target individual learning objectives for students that have not mastered them for individualized instruction. Tutoring and TEKS workshops are strategies implemented to expand classroom instruction.

Reading Curriculum

2. West Texas Elementary reading curriculum follows the TEKS, Texas Essential Knowledge and Skills, objectives as a foundation. Our reading basal is aligned with TEKS objectives. Our pre-kindergarten teachers establish the reading process by teaching basic readiness skills and letter recognition. Each grade level builds on the previous grade level skills taught. Many kindergarten students enter first grade as independent readers. It is not unusual for our fifth grade students to be reading at a seventh grade level or higher.

It is our philosophy and belief that reading proficiency is the basis for all academic success. In the past five years, West Texas Elementary used the following resources to achieve and maintain top ten percent of Texas public schools academic status:

- Reading Renaissance (Accelerated Reader)
- Saxon Phonics
- McGraw Hill State Adopted Basal
- Computer Curriculum Corporation
- Lexia Computer Program
- Essential Skills
- Leap Frog
- An elementary library with approximately 22,000 volumes

Math Curriculum

3. Another highlight of West Texas Elementary is its math program. At West Texas Elementary, math is not confined to the classroom. Students might be found measuring the halls for perimeter or area, making graphs and charts, keeping records in a science classroom, or reciting math facts and running math races in P.E.

In pre-kindergarten, kindergarten, and first grades, emphasis is placed on using manipulatives, math centers, games and music to learn basic facts and problem solving skills. Additionally, computerized instruction is used to provide each student individualized instruction using the Computer Curriculum Corporation (CCC) math program. First and second graders spend an hour a day in a special “hands on” math lab in addition to their one-hour of daily math instruction in the classroom. Beginning in second grade, students begin using Accelerated Math, another individualized computer program. CCC and Accelerated Math programs are continued through the fifth grade.

Mathematics is a language, and the vocabulary to internalize the terms is taught at each grade level as the students’ progress through the curriculum. Math instruction is geared toward two things, the learning of basic math facts and the development and use of problem solving skills.

Improving Student Learning

4. West Texas uses a variety of instructional methods to improve student learning:

- Reading and math class numbers are reduced by the use of an additional teacher in second through fifth grades in these areas.
- Math, reading and language arts instruction time is increased through the use of a tutorial period each day.
- All students participate in the Accelerated Reader program where students earn points for reading and passing a comprehension test on the book they read. These points are exchanged for prizes at the “Honor Rally.”
- After-school programs are provided for students to complete homework or to participate in after-school clinics to improve skills in reading, math and writing.

- Math instruction utilizes hands-on manipulatives and the math lab to learn basic math facts and develop problem-solving skills.
- A Bridges Lab is used to help students who are having difficulties with concentration, focused visual attending, memory, sustained focus sequencing, eye hand coordination, crossing midline, balance and physical stamina, handwriting, transformational thinking, following steps and sequencing of information controlled eye movement and patterning. The lab uses rebounders, walking boards, balance boards and workbooks to increase skills.
- Rewards and incentives are used to motivate our students. These include honor rallies, class pizza parties, skating and swimming parties for participation in after school clinics. Students meeting specific criteria take field trips to the lake for hot dog cookouts and fishing. The greatest incentive, though, is the support our teachers show our children through meaningful praise, hugs and simply telling them that they are loved.

Professional Development

5. West Texas Elementary School's professional development programs have been in place for the past six years. The focus of all staff development has been to improve student learning by improving instruction.

- All reading teachers have been trained in Reading Renaissance, which is affiliated with the Accelerated Reading program.
- All pre-kindergarten through second grade teachers have been trained in Saxon Phonics.
- All reading teachers, kindergarten through third grade, have been to a week-long grade level reading academy focused on their level of instruction.
- All reading, math, language arts and science teachers have been trained in the use of CCC, Curriculum Computer Corporation, lab.
- All grade levels of writing teachers have attended "The Writing Academy," which uses innovative writing techniques based on extensive research into how the brain retains information and how to make the writing process fun.
- All math teachers have been trained in the use of the Accelerated Math Program.
- All paraprofessionals have trained in the use of the effective classroom management techniques.

Reading: 3rd Grade

Test Scores – State Criterion Referenced Test – 1999-2002 TAAS, 2003 TAKS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month - April (TAKS – March & April)	TAKS	TAAS	TAAS	TAAS	TAAS
WEST TEXAS ELEMENTARY SCORES					
All Students					
% Met Minimum Standard		100%	100%	100%	92.3%
% Academic Recognized		41.67%	29.63%	32.61%	41.03%
% Met Standard	100%				
% Commended	43.3%				
Number of students tested	39	23	27	46	39
Percent of total students tested	100%	95.83%	100%	88.46%	84.78%
Number of students excluded	*9	*1	*0	*6	*7
Percent of students excluded	*23.1%	*4.34%	*0%	*11.54%	*15.2%
SUBGROUP SCORES					
1. White					
% Met Minimum Standard		100%	100%	100%	90%
% Academic Recognized		42.86%	29.17%	37.14%	43.33%
% Met Standard	100%				
% Commended	46.4%				
Number of students tested	28	20	24	35	30
2. Hispanic					
% Met Minimum Standard	**	**	**	100%	100%
% Academic Recognized	**	**	**	14.3%	33.3%
% Met Standard	**	**	**		
% Commended	**	**	**		
Number of students tested	**	**	**	7	6
3. African American	**	**	**	**	**
4. Economically Disadvantaged					
% Met Minimum Standard		100%	100%	100%	85.7%
% Academic Recognized		40.0%	15.79%	35.48%	28.57%
% Met Standard	100%				
% Commended	38.9%				
Number of students tested	18	15	19	31	21
STATE SCORES					
All Students	89.6%	88.0%	86.8%	87.9%	88.0%
White	96.0%	94.0%	93.2%	93.8%	93.6%
Hispanic	85.1%	83.5%	82.3%	83.6%	84.5%
African American	82.7%	80.6%	77.6%	79.5%	76.9%
Economically Disadvantaged	83.8%	82.0%	80.3%	81.9%	81.6%

*Excluded students are not taking the TAKS or TAAS test took the State Alternative Assessment Test or the TAAS release test.

**No data reported on the Academic Excellence Indicator System for student groups with fewer than 5 students.

Mathematics: 3rd Grade

Test Scores – State Criterion Referenced Test – 1999-2002 TAAS, 2003 TAKS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month - April (TAKS – March & April)	TAKS	TAAS	TAAS	TAAS	TAAS
WEST TEXAS ELEMENTARY SCORES					
All Students					
% Met Minimum Standard		100%	85.2%	89.9%	87.5%
% Academic Recognized		12.5%	7.41%	12.77%	17.5%
% Met Standard	100%				
% Commended	25%				
Number of students tested	32	24	27	47	40
Percent of total students tested	100%	100%	100%	90.38%	87.0%
Number of students excluded	*0	*0	*0	*5	*6
Percent of students excluded	*0	*0	*0	*9.62%	*13.0%
SUBGROUP SCORES					
1. White					
% Met Minimum Standard		100%	87.5%	91.2%	83.9%
% Academic Recognized		9.52%	8.33%	16.67%	16.13%
% Met Standard	100%				
% Commended	23.3%				
Number of students tested	30	21	24	36	31
2. Hispanic					
% Met Minimum Standard	**	**	**	85.7%	100%
% Academic Recognized	**	**	**	0%	16.7%
% Met Standard	**	**	**		
% Commended	**	**	**		
Number of students tested	**	**	**	7	6
3. African American	**	**	**	**	**
4. Economically Disadvantaged					
% Met Minimum Standard		100%	78.9%	86.7%	90.9%
% Academic Recognized		20.0%	0%	13.33%	18.18%
% Met Standard	100%				
% Commended	35%				
Number of students tested	20	15	19	30	22
STATE SCORES					
All Students	90.8%	87.4%	83.1%	80.6%	83.1%
White	96.0%	93.3%	90.4%	88.7%	90.7%
Hispanic	88.0%	84.1%	78.9%	75.6%	79.3%
African American	82.0%	77.5%	69.9%	65.8%	65.4%
Economically Disadvantaged	86.2%	81.8%	76.1%	72.7%	75.1%

*Excluded students not taking the TAKS or TAAS test took the State Alternative Assessment Test or the TAAS release test.

**No data reported on the Academic Excellence Indicator System for student groups with fewer than 5 students.

Reading: 4th Grade

Test Scores – State Criterion Referenced Test – 1999-2002 TAAS, 2003 TAKS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month - April (TAKS – March & April)	TAKS	TAAS	TAAS	TAAS	TAAS
WEST TEXAS ELEMENTARY SCORES					
All Students					
% Met Minimum Standard		100%	100%	97.1%	100%
% Academic Recognized		58.33%	36.96%	41.67%	37.5%
% Met Standard	100%				
% Commended	28				
Number of students tested	27	24	44	36	40
Percent of total students tested	92.6%	100%	95.65%	81.82%	81.63%
Number of students excluded	*2	*0	*2	*6	*9
Percent of students excluded	*7.4%	*0%	*4.35%	*13.64%	*18.37%
SUBGROUP SCORES					
1. White					
% Met Minimum Standard		100%	100%	96.2%	100%
% Academic Recognized		59.10%	37.84%	48.15%	39.47%
% Met Standard	100%				
% Commended	23.8%				
Number of students tested	21	22	37	27	38
2. Hispanic					
% Met Minimum Standard	**	**	100%	100%	**
% Academic Recognized	**	**	60%	33.3%	**
% Met Standard	**	**			**
% Commended	**	**			**
Number of students tested	**	**	5	6	**
3. African American	**	**	**	**	**
4. Economically Disadvantaged					
% Met Minimum Standard		100%	100%	100%	100%
% Academic Recognized		42.86	34.48%	26.32%	33.3%
% Met Standard	100%				
% Commended	13.3%				
Number of students tested	15	14	19	19	15
STATE SCORES					
All Students	85.9%	92.5%	90.8%	89.9%	88.8%
White	93.4%	96.5%	95.8%	95.1%	94.3%
Hispanic	80.8%	89.7%	87.3%	85.8%	84.4%
African American	76.8%	86.8%	83.8%	82.8%	79.2%
Economically Disadvantaged	78.9%	88.4%	85.8%	84.3%	82.3%

***Excluded students not taking the TAKS or TAAS test took the State Alternative Assessment Test or the TAAS release test.**

****No data reported on the Academic Excellence Indicator System for student groups with fewer than 5 students.**

Mathematics: 4th Grade

Test Scores – State Criterion Referenced Test – 1999-2002 TAAS, 2003 TAKS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month - April (TAKS – March & April)	TAKS	TAAS	TAAS	TAAS	TAAS
WEST TEXAS ELEMENTARY SCORES					
All Students					
% Met Minimum Standard		100%	97.6%	94.3%	92.7%
% Academic Recognized		29.17%	21.74%	41.67%	26.19%
% Met Standard	100%				
% Commended	37%				
Number of students tested	27	24	44	36	42
Percent of total students tested	100%	100%	95.65%	81.82%	85.71%
Number of students excluded	*0	*0	*2	*8	*7
Percent of students excluded	*0	*0	*4.35%	*13.64%	*14.29%
SUBGROUP SCORES					
1. White					
% Met Minimum Standard		100%	100%	96.2%	92.3%
% Academic Recognized		31.82%	0%	37.04%	22.5%
% Met Standard	100%				
% Commended	39.1%				
Number of students tested	23	22	36	27	40
2. Hispanic					
% Met Minimum Standard	**	**	83.3%	83.3%	**
% Academic Recognized	**	**	0%	50%	**
% Met Standard	**	**			**
% Commended	**	**			**
Number of students tested	**	**	6	6	**
3. African American	**	**	**	**	**
4. Economically Disadvantaged					
% Met Minimum Standard		100%	96.6%	89.5%	88.2%
% Academic Recognized		28.57%	0%	36.84%	17.65%
% Met Standard	100%				
% Commended	29.4%				
Number of students tested	17	14	29	19	17
STATE SCORES					
All Students	88.0%	94.1%	91.3%	87.1%	87.6%
White	94.7%	97.1%	95.7%	93.4%	93.1%
Hispanic	83.9%	92.5%	89.0%	83.1%	84.6%
African American	78.6%	88.6	83.0%	75.7%	74.1%
Economically Disadvantaged	82.2%	91.2%	87.0%	80.7%	81.3%

*Excluded students not taking the TAKS or TAAS test took the State Alternative Assessment Test or the TAAS release test.

**No data reported on the Academic Excellence Indicator System for student groups with fewer than 5 students.

Reading: 5th Grade

Test Scores – State Criterion Referenced Test – 1999-2002 TAAS, 2003 TAKS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month - April (TAKS – March & April)	TAKS	TAAS	TAAS	TAAS	TAAS
WEST TEXAS ELEMENTARY SCORES					
All Students					
% Met Minimum Standard		100%	97.1%	94.9%	95.6%
% Academic Recognized		41.46%	47.37%	43.59%	31.11%
% Met Standard	100%				
% Commended	23.1%				
Number of students tested	26	39	38	39	45
Percent of total students tested	72.2%	95.12%	100%	82.98%	84.91%
Number of students excluded	*10	*2	*0	*8	*8
Percent of students excluded	*27.8%	*4.88%	*0%	*17.02%	*15.09%
SUBGROUP SCORES					
1. White					
% Met Minimum Standard		100%	96.2%	94.7%	96.9%
% Academic Recognized		45.71%	50.0%	42.11%	46.88%
% Met Standard	100%				
% Commended	20.8%				
Number of students tested	24	34	30	38	32
2. Hispanic					
% Met Minimum Standard	**	**	100%	**	90%
% Academic Recognized	**	**	20%	**	10%
% Met Standard	**	**		**	
% Commended	**	**		**	
Number of students tested	**	**	5	**	10
3. African American	**	**	**	**	**
4. Economically Disadvantaged					
% Met Minimum Standard		96%	100%	86.7%	92.9%
% Academic Recognized		42.31%	37.5%	40.0%	14.29%
% Met Standard	100%				
% Commended	12.5%				
Number of students tested	16	25	16	15	28
STATE SCORES					
All Students	80.0%	92.7%	90.2%	87.8%	86.4%
White	89.1%	96.6%	95.1%	94.2%	93.6%
Hispanic	73.4%	89.9%	86.2%	82.0%	79.8%
African American	69.4%	87.5%	84.0%	79.8%	76.1%
Economically Disadvantaged	71.2%	88.7%	84.8%	80.9%	78.0%

*Excluded students not taking the TAKS or TAAS test took the State Alternative Assessment Test or the TAAS release test.

**No data reported on the Academic Excellence Indicator System for student groups with fewer than 5 students.

Mathematics: 5th Grade

Test Scores – State Criterion Referenced Test – 1999-2002 TAAS, 2003 TAKS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month - April (TAKS – March & April)	TAKS	TAAS	TAAS	TAAS	TAAS
WEST TEXAS ELEMENTARY SCORES					
All Students					
% Met Minimum Standard		100%	100%	100%	95.7%
% Academic Recognized		26.92%	26.32%	43.59%	19.57%
% Met Standard	100%				
% Commended	42.9%				
Number of students tested	36	38	38	39	46
Percent of total students tested	77.8%	92.68%	100%	82.98%	86.79%
Number of students excluded	*8	*3	*0	*8	*7
Percent of students excluded	*22.2%	*7.32%	*0%	*17.02%	*13.21%
SUBGROUP SCORES					
1. White					
% Met Minimum Standard		100%	100%	100%	97%
% Academic Recognized		22.86%	26.67%	42.11%	27.27%
% Met Standard	100%				
% Commended	42.3%				
Number of students tested	26	34	30	38	33
2. Hispanic					
% Met Minimum Standard	**	**	100%	**	100%
% Academic Recognized	**	**	20%	**	0%
% Met Standard	**	**		**	
% Commended	**	**		**	
Number of students tested	**	**	5	**	10
3. African American	**	**	**	**	**
4. Economically Disadvantaged					
% Met Minimum Standard		100%	100%	100%	93.1%
% Academic Recognized		7.69%	25.0%	31.25%	3.45%
% Met Standard	100%				
% Commended	18.8%				
Number of students tested	16	23	16	16	29
STATE SCORES					
All Students	86.3%	96.2%	94.6%	92.1%	90.1%
White	93.0%	98.1%	97.2%	96.1%	94.9%
Hispanic	82.7%	95.3%	93.1%	89.6%	87.5%
African American	74.6%	92.3%	89.2%	84.1%	78.4%
Economically Disadvantaged	80.3%	94.2%	91.7%	88.0%	84.9%

*Excluded students not taking the TAKS or TAAS test took the State Alternative Assessment Test or the TAAS release test.

**No data reported on the Academic Excellence Indicator System for student groups with fewer than 5 students.